Teaching Speech & Language Skills Within the Common Core

66TH CONFERENCE ON EXCEPTIONAL CHILDREN

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SELF-ASSESSMENT:
A Journey of Change

PUBLIC SCHOOLS OF NORTH CAROLINA
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I work as a Speech/Language Pathologist at Salem Elementary School in Morganton, NC.

• I am an ASU Mountaineer!
  (BS in Communication Disorders in '98,
   MA in Communication Disorders in 2000).
• I enjoy spending time with my family.

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Ashley Gause is an SLP-Assistant, working at Salem Elementary and Glen Alpine Elementary Schools in the Burke County Public School System.

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Who are you?

- Speech/Language Pathologists
- SLP-Assistants
- Exceptional Children's Teachers
- Occupational Therapists
- Physical Therapists

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Much of the information presented to you today will be familiar to you. My purpose in today's presentation is to be able to encourage you to use familiar information in a new, creative way.

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Today's presentation:

- We will discuss what the American Speech and Hearing Association (ASHA) has to say about the common core and essential standards.
- We will familiarize ourselves with the common core/essential standards and will learn where to access the standards for future use.
- We will look at some examples of speech/language lessons and see how they address speech/language goals while addressing common core standards and essential standards.

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- We will have a time to share how you are already targeting the Common Core and Essential Standards during speech/language therapy.

- Most of all, we're going to have fun and be creative. Speech/language therapy should be exciting for our students!

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SO…..
How do we integrate knowledge of the common core and essential standards into speech/language therapy?

Why should we?

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Why---

"Education is the most powerful weapon we can use to change the world." ~Nelson Mandela

Our goal- increased access to instruction for our speech/language impaired students.

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How--

- Familiarize yourself with the common core standards and essential standards for each grade level that you serve.
- Volunteer to attend some trainings that your regular education peers are attending on common core.
- Use the common core/essential standards to provide authentic opportunities to use language skills within a **meaningful context**.

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So…

- "Begin with the end in mind." Stephen Covey

- Think about your purpose---**Increase our students' access to the curriculum!**

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What does ASHA say?

SLPs can make unique contributions to CCSS (Common Core State Standards) implementation across grades K–12 for a wide range of students in general and special education; for example, SLPs can…

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- help general education teachers implement CCSS with all students,
- help students who struggle with acquisition of CCSS across Multi-Tiered System of Supports (MTSS).
- **Link CCSS with assessment and instruction or intervention to ensure that students' Individualized Education Program (IEP) goals are matched with communication needs, curriculum expectations, and classroom demands.**

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ASHA further states: All educators need to appreciate the role of language in academic learning and to understand the complex language requirements at the core of the CCSS.

SLPs are in an advantageous position to explain or clarify the language issues connected with the standards.

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Related to expertise in language, SLPs…

- **can focus on the language underpinnings** of the CCSS during direct intervention with students and when we consult with teachers.

- **During intervention and instruction**, the SLP can help the student with a disorder as well as others having difficulty meeting CCSS.

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SLPs must have or acquire:

- **knowledge of the Common Core State Standards (CCSS);**
- understanding of the typical developmental processes and stages of listening, speaking, reading, and writing;
- ability and desire to collaborate with other school professionals;
- understanding of the needs of students with diverse abilities and needs

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Collaboration is key!

- The English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects standards call for shared responsibility for students' literacy development. SLPs can contribute to the CCSS for Mathematics, which has a language component (i.e., discipline-specific vocabulary and syntax) and a communication component (i.e., the language of instruction).

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The Standards insist that instruction in reading, writing, speaking, listening, and language be a **shared responsibility** within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA.

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"Alone we can do so little, together we can do so much." *--Helen Keller*

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Potential concerns:

- **Do NOT use common core/essential standards as IEP goals!** All students are expected to attain the Common Core/Essential Standards. If our students were successful in doing this independently, they would not have receptive/expressive language goals on their IEP!

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- Pre-teach individual language skills **BEFORE** using your common core/essential standard integrated units. Focus on using language skills that you have already introduced to the child.

- When targeting articulation skills, these lessons are best suited for awareness of targeted sounds and generalization/carryover of those targeted sounds.

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Understanding the Standards:

- Review Common Core Standards in English/Language Arts and the Essential Standards in Science and Social Studies for differing grade levels.
- Perry Flynn has an excellent summary of the standards on his website. (This is in your handout packet!)
- North Carolina's *Standard Course of Study* consists of the Common Core State Standards in English language arts and mathematics and the North Carolina Essential Standards in all other subjects, including social studies, the arts, healthful living, career and technical education, and world languages.

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Let's get Skilled!

- Skilled interventions are key in insuring that our intervention meets criteria for billing. We deliver our instruction by using and then documenting skilled interventions used. **This is what distinguishes between skilled therapeutic intervention and classroom instruction.**

- Plans of care define skilled interventions appropriate for each student.

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Group Participation:

- Let's look at CCSS for First Grade ELA in Speaking and Listening. Which standards would be important to address during speech/language therapy?

- What about First Grade ELA in Language?

- What about First Grade ELA in Informational Text?

- What skilled interventions would you utilize to target these standards?

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Don't forget about math!

- Language impaired students may require support in math vocabulary and language concepts present in math.
- DPI provides a math vocabulary resource for all grade levels on their Wiki.

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Therapy Session Examples

- Let's have some fun. Speech/language therapy should be exciting!

- **"Education is not the filling of a pail, but the lighting of a fire." William Butler Yeats**

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Animals and Habitats

- Animal habitat video (youtube)
- The Nature Conservancy offers photographs and facts about animals, organized by category (mammals, fish, birds, etc).
- Visit live webcams at the San Diego Zoo or The National Zoo via virtual field trip!
- Webber photo animal cards or animal manipulatives can be used to label animals and also to divide animals into various categories (farm, pets, zoo)

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Students illustrate various habitats, then add animal manipulatives to those habitats.

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Animals and Habitats

speech/language skills targeted: vocabulary skills, categorization skills (river, ocean, forest, farm animals, birds, insects, mammals, reptiles, etc), use adjectives to describe the animals/habitats (salty, marshy, fuzzy, shiny, etc), answering of "where/what/why"questions (where does _____ live?, what animals live in the _____?, Why does the beaver make a dam?), compare/contrast (compare/contrast animals or habitats—how are the ocean and river habitats different).

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Science Essential Standards targeted-

- **Kindergarten**--compare characteristics of animals that make them alike and different from other animals and nonliving things.

- **1st grade-**-understand characteristics of various environments and behaviors of humans that enable plants and animals to survive.

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Animals and Habitats

Common Core Standards targeted--
   Reading
- ask/answer "wh" questions (K, 1, 2).
- kindergarten--ask/answer questions about unknown words.
   Speaking and Listening
- Participate in collaborative conversations (K, 1,2)
- Ask/answer questions about key details (1, 2)

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IEP goals, Common Core and Essential Standards are all targeted together.

When you are planning your speech/language lessons, don't be overwhelmed by incorporating essential standards. As you become more familiar with the standards, you will realize that you are often targeting the standards without realizing it.

The goal: review the standards for the grade levels you serve!

"Start by doing what's necessary; then do what's possible; and suddenly you are doing the impossible."
 Francis of Assisi

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Solar System

• Visit planets, their moons, comets and the asteroid belt at NASA Spaceplace.

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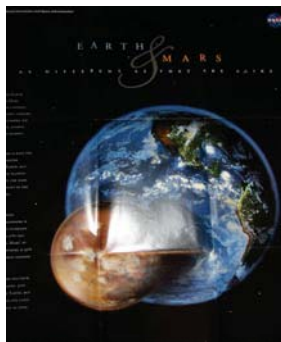A Journey of Change   66TH CONFERENCE ON EXCEPTIONAL CHILDREN

I was able to access free, high-quality visuals from NASA to enhance our study of the solar system.

EARTH & MARS

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Solar System

IEP goals targeted:

- compare/contrast (planets, satellite vs. telescope, comet vs. planet)
- Categories--list 3 planets, 3 items in the solar system, 3 things that an astronaut does
- Ask and answer "Wh" questions
- Identify or state the main idea of a text
- problem/solution---problems that an astronaut would face if visiting another planet? What would be needed to address these problems?

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Solar System

Science Essential Standards Targeted:

- **Kindergarten**--understand change and observable weather patterns that occur from day to day and throughout the year. (Earth portion of NASA space place)
- **1st grade**--recognize the features and patterns of the earth/moon/sun system as observed from Earth.
- **2nd grade**--understand patterns of weather and factors that effect weather.
- **3rd grade**--recognize the major components and patterns observed in the earth/moon/sun system.
- compare the structures of the Earth's surface using models or three-dimensional diagrams (Earth--NASA space place).
- **4th grade**--explain the causes of day and night and the phases of the moon.

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Solar System

Common Core ELA Standards addressed:

- **Kindergarten**--sort common objects into categories, ask/answer questions about unknown words in context.
- **1st grade**--compare/contrast; simulairities and differences, ask for clarification when needed.
- **2nd grade**--formulate "wh" questions, ask/answer "wh" questions to demonstrate understanding of key details.

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- **3rd grade-**-comparative/superlative adjectives and adverbs (far, farther, farthest). Determine the main idea of the text, recount important events and explain how they support the main idea.

- **4th grade-**-paraphrase information presented orally, report on a topic, using appropriate facts.

- **5th grade-**-report on a topic, sequencing ideas logically and using appropriate facts and relevant details to support main ideas or themes.

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Thanksgiving at Plimoth Plantation

- Visit Plimoth Plantation, the Mayflower and Wampanog Village

IEP goals targeted:
- Ask/answer "wh" questions
- Compare/contrast the Pilgrims with the Wampanog (homes, clothing, food)
- Problem/solution (what difficulties did the Pilgrims experience in the New World? How did they solve these problems?
- Categorization skills: (list 3 foods that the Pilgrims ate, 3 items found in a Wampanog home)

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Thanksgiving at Plimoth Plantation
Social studies essential standards targeted:

Kindergarten--
- Use geographic representations/terms to describe surroundings (find Plymouth, MA on US map).
- understand the interaction between humans/environment.
- understand how individuals are the same/different.
1st grade—
- use geographic representations, terms and technologies to process information from a spatial perspective.
- understand the diversity of people in the local community.

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2nd grade--understand how various sources provide information about the past.
--use geographic representations, terms and technology to process information from a spatial perspective.
--understand the roles/responsibilities of citizens.
--understand how various cultures influence communities.
3rd grade--understand how events, individuals and ideas have influenced the history of local and regional communities.
5th grade--analyze the chronology of key events in the United States.

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Local Community

• Create a community map--each child illustrates a specific place in the local community, then paste the maps together to create the street where your school is located. Use a toy car and give oral directions on how to get from location to location.

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This is a portion of a map of Salem Road. You can view a portion of the road, our school, the gym, fire department, church and cemetery.

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Students can also draw a map of a smaller area, such as their classroom, the playground, or their bedroom and describe it using prepositions.

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Local Community
- **IEP goals targeted:**
- Use prepositions appropriately.
- Give oral directions on how to get to a location.
- Use complete sentences.

- **Social Studies Essential Standards targeted:**
- **Kindergarten-**-use geographic representations and terms to describe surroundings.
- **1st grade/2nd grade-**-use geographic representations, terms and technologies to process information from a spatial perspective.

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Local Community
- **Language Standards targeted:**
- Kindergarten—use prepositions.
- Grade 1—use proper and common nouns (Salem Elementary vs. school)

- **ELA Speaking & Listening Standards targeted:**
  K, 1, 2—collaborative conversations about grade level topics through multiple exchanges.
- K, 1—describe familiar people, places, and things.
- K, 1—add drawings to descriptions to provide additional detail.

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Your Turn!

- How are you targeting the Common Core State Standards and the Essential Standards in your therapy sessions?

- Please share your ideas!

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Be Creative!

Experiment and have fun.
"To Invent, you need a good imagination and a pile of junk." Thomas Edison

Be courageous in trying a new approach.
"Mistakes are portals of discovery." James Joyce

"He who never made a mistake, never made a discovery." Samuel Smiles

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Other Fun Ideas!

- **Virtual Field Trips:**
- The Smithsonian Museum of Natural History
- The White House
- NC Lighthouses

- Use a set of classroom instruments to keep rhythm while singing repetitive songs/rhymes.
- Work on pragmatic skills by Christmas caroling around your school.
- Veteran's Day—Read "Hero Dad", then work on letter-writing skills by writing letters to soldiers/veterans.
- Interactive egg hunt, describing location of the eggs by using appropriate prepositions.

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Sources of Materials

- www.donorschoose.org
- Yard sales
- Borrow from your regular education peers (especially pre-k, kindergarten, music!)

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References

- American Speech, Language, and Hearing Association http://www.asha.org/SLP/schools/Key-Issues/
- Common Core Reading/Language Arts http://www.corestandards.org/
- Social Studies Essential Standards http://ssnces.ncdpi.wikispaces.net/Essential+Standards+%26+Unpacking+Documents
- Science Essential Standards K-2 http://www.dpi.state.nc.us/docs/curriculum/science/scos/support-tools/new-standards/science/k-2.pdf
- Science Essential Standards 3-5 http://www.dpi.state.nc.us/docs/curriculum/science/scos/support-tools/new-standards/science/3-5.pdf
- Perry Flynn's website http://csd.wp.uncg.edu/overview/faculty/perry-flynn/

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Name: _____ Date: _____

School/Grade/Teacher: _____

IEP Dates: Start _____   End_____

Plan Date:_____ Signature and credential of Service Provider:_____

See IEP for service delivery location, frequency and duration.

Intervention Approaches:

- ☐ Create/promote
- ☐ Establish/restore
- ☐ Modify/adapt
- ☐ Prevent

Intervention Types:
- ☐ One-on-one Interaction
- ☐ Group
- ☐ Whole class
- ☐ Consultation with team members
- ☐ Education of team members
- ☐ Environmental adaptation
- ☐ Program/routine development

Outcome Measure:
- ☐ Meet IEP goals
- ☐ Increased team satisfaction with performance
- ☐ Increased competence or autonomy of student
- ☐ Prevention of further difficulties
- ☐ Improved quality of life at school
- ☐ Increased team/team member competence

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Skilled Interventions:

Augmentative Communication Strategies
- ☐ Sign language
- ☐ Communication boards
- ☐ Alphabet boards
- ☐ Picture symbol boards
- ☐ Symbol sets
- ☐ Picsyms
- ☐ Picture symbols
- ☐ Sig symbols
- ☐ Blissymbols
- ☐ Premack
- ☐ Device use/programming
- ☐ Carrier symbols
- ☐ Traditional orthography
- ☐ Rebuses
- ☐ Eye gaze
- ☐ Kaufman Apraxia Program
- ☐ Structured teaching
- ☐ Floor time
- ☐ Verbal Behavior Therapy
- ☐ ABA Techniques
- ☐ Cued speech
- ☐ Realia
- ☐ Procedural pairing
- ☐ Caregiver education

Often Used When Working With Autistic Patients
- ☐ Visual schedules
- ☐ PECS
- ☐ Sign language
- ☐ Child centered approach
- ☐ Discrete trial
- ☐ Techniques to improve eye contact
- ☐ Hand-over-hand
- ☐ Verbal Behavior Therapy
- ☐ ABA techniques

Pragmatics
- ☐ Pragmatics
- ☐ Social stories
- ☐ Scripting
- ☐ Role play
- ☐ Guided rehearsal
- ☐ Silent rehearsal strategies
- ☐ Self-monitoring/self-evaluation re. actual performance.

Language Therapy
- ☐ Chaining
- ☐ Backward chaining
- ☐ Close procedures
- ☐ Confrontational naming
- ☐ Rapid naming
- ☐ Expansion
- ☐ Extension
- ☐ Mand-model approach
- ☐ Incidental teaching model
- ☐ Silent rehearsal
- ☐ Activities of Daily Living Tasks (ADL)
- ☐ Joint reading/routines interactions
- ☐ Milleu language teaching procedures
- ☐ Sensory integrative techniques
- ☐ Descriptive/prescriptive grammar
- ☐ Grammatical morphemes
- ☐ Topic maintenance
- ☐ Semantic tasks

Expressive Language
- ☐ Confrontational naming
- ☐ Modeling of word
- ☐ Sentence completion
- ☐ Syllable or initial sound cue
- ☐ Silent phonetic gesture
- ☐ Student selected personal experiences
- ☐ Functional descriptions
- ☐ Descriptions with demonstrations
- ☐ Use/name (It's a pen... I write with it)
- ☐ Generative naming
- ☐ Printed word cues
- ☐ Oral spelling cues
- ☐ Spelling /Written cues
- ☐ Associated smell, taste or sound as cue
- ☐ Synonym or antonym cue
- ☐ Associated word cue
- ☐ Super inordinate as cue
- ☐ Rhyming cue
- ☐ Fade time repetitive cue
- ☐ Self-cueing
- ☐ Automatic Speech

Verbal Scaffolding
- ☐ Paraphrasing
- ☐ Using 'Think Alouds'
- ☐ Reinforcing contextual definitions
- ☐ Developing questions from Bloom's taxonomy
- ☐ Writing prompts
- ☐ Following oral text with written text
- ☐ Elaboration and expansion of student response
- ☐ Use of cognates
- ☐ Purposefully using synonyms and antonyms
- ☐ Effective use of wait time
- ☐ Teaching familiar chunks/phrases "May I go to the restroom?" "Excuse me."
- ☐ Clear enunciation and articulation by the teacher, slowed rate when necessary
- ☐ Corrective feedback techniques, especially elicitation, clarification requests and metalinguistic clues
- ☐ Songs, rap, jazz chants, rhythm and rhyme
- ☐ Building circumlocution skills

Hierarchy for Auditory Comprehension
- ☐ Single words
- ☐ Spoken sentences
- ☐ Spoken questions
- ☐ Spoken directions
- ☐ Spoken paragraphs
- ☐ Discourse

Fluency Therapy
- ☐ Fluency shaping techniques

Articulation/Phonological Techniques
- ☐ Phonetic Approach
- ☐ Phonological Approach
- ☐ Phonemic Approach
- ☐ Phonetic placement training
- ☐ Pacing board
- ☐ Extra-classroom setting – generalize to other settings
- ☐ Manual guidance to place articulators
- ☐ Sound evoking techniques
- ☐ Moto-kinesthetic
- ☐ Multiple phoneme approach
- ☐ Contrast approach
- ☐ Minimal pairs contrast
- ☐ Maximal pairs contrast
- ☐ Minimal pairs opposition
- ☐ Maximal pairs opposition
- ☐ Cycles approach
- ☐ Contrastive stress drills
- ☐ Paired stimuli approach
- ☐ Kaufman approach
- ☐ Distinctive features approach
- ☐ Sensory motor Approach
- ☐ Semantically potent word
- ☐ Co-articulation
- ☐ Multimodality cueing
- ☐ Tongue based retraction exercises
- ☐ Tactile-kinesthetic cueing
- ☐ Labial strengthening exercises
- ☐ Backward chaining contrast
- ☐ Articulation training
- ☐ Auditory bombardment
- ☐ Auditory discrimination
- ☐ PROMPT (prompts for restructuring oral muscular targets)
- ☐ Self monitoring strategies
- ☐ Auditory discrimination training
- ☐ Carry over/generalization
- ☐ Contrastive stress drills
- ☐ Controlled practice
- ☐ Guided practice
- ☐ Transfer and carryover
- ☐ Free practice with a communication partner

Voice Therapy
- ☐ Chewing techniques
- ☐ Chant talk
- ☐ Vocal hygiene
- ☐ Digital manipulation
- ☐ Effortful closure techniques
- ☐ Melodic intonation
- ☐ Whisper phonation
- ☐ Yawn sigh

Cueing Techniques
- ☐ Pragmatic cueing
- ☐ Environmental cueing
- ☐ Tactile cueing
- ☐ Phonemic cueing
- ☐ Verbal cueing
- ☐ Gestural cueing
- ☐ Multimodality cueing
- ☐ Multimodality cueing

☐ Sequencing activities ☐ Problem solving strategies ☐ Written language tasks ☐ Attention/concentration tasks ☐ Inductive/deductive reasoning ☐ Caregiver education ☐ Object identification/object naming ☐ Expressive mean length of utterance ☐ Spatial organization ☐ Activating prior knowledge ☐ Graphic organizers ☐ Building circumlocution skills ☐ Carrier phrases ☐ Recasting ☐ Nonverbal visual feedback ☐ Increasing meta-awareness ☐ Communication temptations	☐ Stuttering modification techniques ☐ Continuous phonation ☐ Pause and talk ☐ Airflow management ☐ Prosodic approach ☐ Monterey Fluency Approach ☐ Fluency reinforcement Techniques ☐ Demands/capacity model ☐ Pacing board ☐ Delayed Auditory Feedback Training, DAF ☐ Modified prosodic features ☐ Rate control techniques ☐ Self-monitoring ☐ Respond to listener request for clarification and repetition ☐ Gentle phonation onset ☐ Maintenance programs ☐ Corrective feedback ☐ Nonverbal corrective feedback ☐ Negative practice ☐ Counseling	☐ Tactile kinetic cueing ☐ Written cueing ☐ Visual and use of visual schedules ☐ Maximum cueing ☐ Moderate cueing ☐ Minimal cueing ☐ Independent

Plan: (priorities, details, etc.) _____
_____
_____
_____

Discharge (Transition) Planning:_____
_____
_____
_____

Collaboration with: campus, community, agencies, medical, home, etc. _____
_____
_____
_____

English Language Arts—Speaking and Listening, Grade 1

Comprehension and Collaboration:
CCSS.ELA-Literacy.SL.1.1
Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.1.1.a
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.1.1.b
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CCSS.ELA-Literacy.SL.1.1.c
Ask questions to clear up any confusion about the topics and texts under discussion.
CCSS.ELA-Literacy.SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.1.3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas:
CCSS.ELA-Literacy.SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCSS.ELA-Literacy.SL.1.5
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCSS.ELA-Literacy.SL.1.6
Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

English Language Arts—Language, Grade 1

Conventions of Standard English:
CCSS.ELA-Literacy.L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.1.1.a
Print all upper- and lowercase letters.
CCSS.ELA-Literacy.L.1.1.b
Use common, proper, and possessive nouns.
CCSS.ELA-Literacy.L.1.1.c
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CCSS.ELA-Literacy.L.1.1.d
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
CCSS.ELA-Literacy.L.1.1.e
Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
CCSS.ELA-Literacy.L.1.1.f
Use frequently occurring adjectives.
CCSS.ELA-Literacy.L.1.1.g
Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
CCSS.ELA-Literacy.L.1.1.h
Use determiners (e.g., articles, demonstratives).
CCSS.ELA-Literacy.L.1.1.i
Use frequently occurring prepositions (e.g., *during, beyond, toward*).
CCSS.ELA-Literacy.L.1.1.j
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CCSS.ELA-Literacy.L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.1.2.a
Capitalize dates and names of people.
CCSS.ELA-Literacy.L.1.2.b
Use end punctuation for sentences.
CCSS.ELA-Literacy.L.1.2.c
Use commas in dates and to separate single words in a series.
CCSS.ELA-Literacy.L.1.2.d
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCSS.ELA-Literacy.L.1.2.e
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language:
CCSS.ELA-Literacy.L.1.3
(L.1.3 begins in grade 2)

Vocabulary Acquisition and Use:
CCSS.ELA-Literacy.L.1.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
CCSS.ELA-Literacy.L.1.4.a
Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.1.4.b
Use frequently occurring affixes as a clue to the meaning of a word.
CCSS.ELA-Literacy.L.1.4.c
Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
CCSS.ELA-Literacy.L.1.5
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CCSS.ELA-Literacy.L.1.5.a
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
CCSS.ELA-Literacy.L.1.5.b
Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
CCSS.ELA-Literacy.L.1.5.c
Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
CCSS.ELA-Literacy.L.1.5.d
Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
CCSS.ELA-Literacy.L.1.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

English Language Arts—Informational Text, Grade 1

Key Ideas and Details:
CCSS.ELA-Literacy.RI.1.1
Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RI.1.2
Identify the main topic and retell key details of a text.
CCSS.ELA-Literacy.RI.1.3
Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure:
CCSS.ELA-Literacy.RI.1.4
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CCSS.ELA-Literacy.RI.1.5
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
CCSS.ELA-Literacy.RI.1.6
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas:
CCSS.ELA-Literacy.RI.1.7
Use the illustrations and details in a text to describe its key ideas.
CCSS.ELA-Literacy.RI.1.8
Identify the reasons an author gives to support points in a text.
CCSS.ELA-Literacy.RI.1.9
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:
CCSS.ELA-Literacy.RI.1.10
With prompting and support, read informational texts appropriately complex for grade 1.

Kindergarten CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
Phonological	• Demonstrates basic knowledge of one-to-one letter sound correspondence. • Sounding out words phonetically. • Associate the long and short sounds with common spellings (graphemes) for the five major vowels. • Recognize and produce rhyming words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, CVC) words. • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Semantic/Vocabulary Concepts	• Ask and answer questions about unknown words in context. • Use and understanding of frequently occurring prepositions (ex: to, from, in, out, on, off, for, of, by, with). • Sort common objects into categories to gain a sense of the concepts the categories represent (ex: shapes, foods).
Expressive Language	• Describe connections between a story and pictures. • Describe events in the order they occurred. • Describe people, places, things and events to provide additional detail. • Use frequently occurring nouns and verbs in narration. • Form regular plural nouns by adding /s/ or /es/. • Produce and expand complete sentences in shared language activities.
Receptive Language	• Understand literacy concepts for author, illustrator, narrator. • Ask and answer questions about key details on a story. • Describe the connection between individuals, events and ideas within a story/text. • Understand question words /who, what, when, where, why, how/. • Identify new meanings for familiar words and apply them accurately (homonyms). • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
Pragmatic	• Follow agreed upon rules for discussions (ex: listening to others and taking turns speaking about the topic of discussion). • Conversation turn taking for multiple exchanges within the same topic. • Asking for clarification or help when something is not understood. • Speak audibly to express thoughts, feelings and ideas clearly.

First Grade CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
Phonological	• Identify rhyming words (within a poem). • Sound symbol correspondence • Understand concept of syllables and word formation. ○ Orally produce single-syllable words by blending sounds (phonemes) including consonant blends. ○ Distinguish long from short vowel sounds. ○ Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words. ○ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Semantic/Vocabulary Concepts	• Literature concepts (character, setting, author, narrator, illustrator, fiction, non-fiction). • Compare/contrast; similarities and differences. • Noun & adjective concepts to describe characters in a story, people, places, things. • Define words by category and by one or more key attributes. • Concepts for the "5 senses"/ • Using contextual clues to understand word meanings. • Grade level synonyms, antonyms, homonyms.
Expressive Language	• Formulate questions about a story. • Describing key ideas in a story using adjectives. • Use of temporal words to indicate order of events in narrative. • Use of temporal words to indicate order of events in narrative. • Personal and possessive pronouns. • Verb tenses (past, present, future). • Conjunctions (and, so, but, or, because).
Receptive Language	• Drawing conclusions from a story. • Understanding Main Idea to answer questions. • Using illustrations in a story to draw conclusions. ○ Demonstrate understanding of story sequencing. • Understanding categories.
Pragmatic	○ Asking for clarification. ○ Use of inflection to place emphasis on a word/meaning. ○ Discuss and supporting opinions. • Conversational rules for turn taking, topic maintenance and conversational repair.

Second Grade CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
Phonological	• Concepts for rhyming, alliteration. • Distinguish between long and short vowel sounds. • Know spelling sound correspondence for common vowel team.
Semantic/Vocabulary Concepts	○ Discuss similarities & differences between two stories. ○ Use of adjective concepts to describe actions, thought, feeling. ○ Understanding of how pre-fixes and suffixes changed the meaning of a word (ex; un-,re-,-ed, -est). • Use and understanding of adverbs and adjectives to describe.
Expressive Language	• Formulate /wh/ questions. • Connecting opinion with reasons using linking words (because, and, also). • Use of temporal words to signal order of events. • Telling/re-telling a story with relevant facts and descriptive details. ○ Use of /wh/ questions to request information and/or details. • Produce, expand and re-arrange simple and compound sentences. • Demonstrate a command of the conventions of standards English grammar (nouns, reflexive pronouns, irregular plural nouns, irregular past tense, adjectives and adverbs). • Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
Receptive Language	• Answer /wh/ questions. • Use of text or picture clues for understanding of main idea; context clues. • Ability to follow multi-step directions to complete an academic task. • Describing details from a text read aloud. • Use of knowledge of the meaning of individual words to predict the meaning of compound words (ex: birdhouse, bookshelf). • Understand shades of meaning with closely related words, synonyms (ex; thin, skinny, slender).
Pragmatic	• Topic maintenance for oral and written language. • Relating prior knowledge/experiences to a topic to answer a question. • Turn taking. Conversational repair. • Read grade level text using appropriate rate and expression, using perspectives of character and narration. ○ Asking for clarification from speaker.

Third Grade CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
Phonological	• Apply grade level phonics and word analysis skills. • Identify and know the meaning of the most common prefixes and derivational suffixes.
Semantic/Vocabulary Concepts	• Literacy concepts such as chapter, verse, stanza; understanding the relationship of how each successive part of a story builds on earlier sections. • Understanding the meaning of a word from its use in text of a verbal story; distinguishing literal from non-literal. • Describe the characters from a story and explain how their actions contribute to the sequence of events (ex: cause-effect). • Compare and contrast themes, settings and characters between similar stories. • Explain function of nouns, pronouns, verbs, adjectives and adverbs in a sentence.
Expressive Language	• Ask questions about a text; ask questions to check for understanding. • Describe events using sequence words (first, second, third etc.). • Use linking words/phrases (ex: because, therefore, since, for example) to connect opinions/reasons. • Use linking words and phrases (ex: also, another, and, more, but) to connect ideas within categories. • Use temporal words and phrases to signal event order. • Ask and answer questions about information from a speaker, offering appropriate elaboration/detail. ○ Form and use regular and irregular plural nouns and verbs. ○ Form and use superlative and comparative adjectives and adverbs. ○ Produce simple, compound and complex sentences using appropriate subject-verb agreement.
Receptive Language	• Determine the main idea of a text; recount the key details and explain how they support main idea. • Use information gained from illustrations and the words in a text to demonstrate understanding of the text (ex: where, when, why and how key events occur). ○ Recount an experience with appropriate facts and relevant, descriptive details. ○ Use sentence level context as a clue to the meaning of a word. ○ Distinguish the literal and non-literal meaning of words and phrases in context.
Pragmatic	• Recite grade-level prose and poetry orally with accuracy, appropriate rate and expression. • Engage effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly. Provide reasons to support an opinion. • Follow agreed upon rules for discussion (ex: gaining the floor in respectful ways, listening to others with care, speaking one at a time about a topic).

Fourth Grade CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
Phonological	• Use combined knowledge of all letter sound correspondences, syllabification patterns and morphology to read accurately unfamiliar multi-syllabic words in and out of context.
Semantic/Vocabulary Concepts	○ Determine the meaning of words and phrases as they are used in a text. ○ Literary concepts (poem, drama, prose, verse, rhythm, meter, cast, setting, dialogue). ○ Demonstrate understanding of figurative language, word relationships and nuances of word meanings (similes, metaphors, idioms, adages, proverbs, antonyms, synonyms).
Expressive Language	○ Explain the main idea of a text/story and how it is supported by key details; summarize. ○ Describe the overall structure of events, ideas, concepts, or information in a text/story (ex: chronology, comparison, cause/effect, problem and solution). ○ Link opinion and reasons using words and phrases (ex: for instance, in order to, in addition). ● Link ideas within categories of information using words and phrases (ex: another, for example, also, because). ● Report on a topic or text, tell a story, or recount and experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes. ○ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). ○ Form and use progressing endings (-ing). ● Form and use prepositional phrases.
Receptive Language	● Determine the main idea of a text/story. ○ Integrate information from two texts on the same topic in order to speak knowledgeable about topic. ● Recall and categorize information within a topic. ● Paraphrase information presented orally.
Pragmatic	● Orally present grade level prose and poetry with appropriate rate and expression. ● Support opinions with reasons and information that are supported by facts and details. ● Engage effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly. ● Conversational turn taking; make comments that contribute to the discussion and link the remarks of others. ● Speak clearly and at an understandable rate.

Fifth Grade CCS Outline of Concepts for K-12 ELA

Speech-Language Topic Area	Common Core Learning Standards for English Language Arts & Literacy
Phonological	• Use combined knowledge of all letter sound correspondences, syllabification patterns and morphology to read accurately unfamiliar multi-syllabic words in and out of context.
Semantic/Vocabulary Concepts	• Literary concepts including investigate, analysis, compare, contrast and evidence. ○ Use context as a clue to the meaning of a word or phrase. • Interpret figurative language, including similes and metaphors in context. • Recognize and explain the meaning of common idioms, adages and proverbs. ○ Use the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words.
Expressive Language	○ Explain how the main idea/s of a story are supported by key details. • Link opinion and reasons using words, phrases and clauses (ex: consequentially, specifically). • State an opinion and provide logically ordered reasons that are supported by fact and details. ○ Link ideas within and across categories of information using words, phrases and clauses (ex: in contrast, especially). • Use precise language and domain specific vocabulary to inform about or explain a topic. • Pose specific topic related questions during conversation and make comments that contribute to the discussion. • Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes. • Use verb tense to convey various times, sequences, states and conditions.
Receptive Language	• Determine two or more main ideas of a test/story. • Respond to topic specific questions during conversation. ○ Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Pragmatic	• Orally present grade level prose and poetry with appropriate rate and expression. • Engage effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly. • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.